

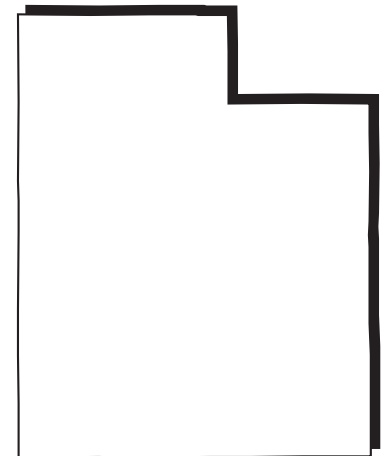
McDougal Littell

# American HISTORY

*textbook alignment to the*

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## Utah Core Curriculum U.S. History II



## Textbook Alignment to the Utah Core –U.S. History II

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).)* Yes ☒ No ☐

Name of Company and Individual Conducting Alignment: McDougal Littell and McHugh & Associates, Inc.

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): U.S. History II Core Curriculum

Title: American History ISBN#: SE: 978-0-618-55671-7 TE: 978-0-618-81522-7

Publisher: McDougal Littell

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

STANDARD I: Students will expand their knowledge of pre-Reconstruction America.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 1.1: Examine the American colonial experience.				
a.	Identify reasons for the establishment of colonies in America.	SE/TE: 38-39, 61, 68, 70, 73 (#4), 74-75, 77-80, 81 (#2-5), 86-87, 88 (#2-3), 91 (#30) Add'l TE: 38-39, 54-55, 58, 68, 73, 74-75, 77-81, 86-88, 91		
b.	Examine the rise of American culture in the New England, Middle, and Southern colonies.	SE/TE: 68-73, 77-81, 83-88, 89 (Key Idea #4), 90 (#17, 19-20, 22-26), 91 (Essential Question), 96-101, 103-107, 108-109, 111-115, 119, 121 (Key Idea #1-3), 122 (#19-20, 22-23, 28-31), 123 (#34-38, Essential Question), 127-133, 134-135, 149 (Key Idea #1), 150 (#1, 5, 8, 10, 12, 17, 19, 21-23, 28-31) Add'l TE: 68-73, 77-81, 83-88, 89, 90-91, 96-101, 103-107, 108-109, 111-115, 119, 121-123, 127-133, 134-135, 149-150		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE</i> or <i>ancillaries</i> ,
<b>Objective 1.2: Investigate the development of the United States government, its institutions, and its politics.</b>				
<b>a.</b>	Identify the philosophies which influenced the development of the Constitution, separation of powers, balance of power, and the elastic clause.	<b>SE/TE:</b> 137-141, 149 (Key Idea #2), 150 (#4, 13), 235-236, 244-246, 258 (#24), 262-265 <b>Add'l TE:</b> 86, 124, 136-141, 149-151, 236, 242, 245-246, 258, 262-265		
<b>b.</b>	Analyze the Constitution's creation and impact on the new United States.	<b>SE/TE:</b> 243-247, 253-254, 257 (Key Idea #2), 258 (#18, 20), 259 (#31, Essential Question), 260, 262-265, 299 (#27) <b>Add'l TE:</b> 231d, 232-265, 267-268, 281, 283, 285, 299		
<b>c.</b>	Trace the development of American government and politics from the Federalist period through Jacksonian democracy.	<b>SE/TE:</b> 311, 328-332, 333 (Key Idea #3), 334 (#4, 13, 20-22, 25), 339-341, 343, 359 (Key Idea #1), 360 (#1, 12-13, 18-19, 22-23), 361 (Essential Question), 379-380, 384, 385-386, 388 (#10), 392-393, 395-401, 413 (Key Idea #1), 414 (#13), 415 (Multiple Choice #1, #26, 28) <b>Add'l TE:</b> 309d, 328-332, 333-334, 339-341, 343, 359-361, 379-380, 384, 385-386, 388, 392-393, 395-401, 413-415		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>Objective 1.3: Analyze the growth and division of the United States from 1820 through 1877.</b>				
<b>a.</b>	Trace the United States' expansion and growth from the Atlantic to the Pacific.	<b>SE/TE:</b> S3 (#3), 416-417, 419-423, 424-425, 433-437, 439-441, 444, 445 (Key Ideas #1, 3-4), 446 (#1-10, 12-17, 20-23, 25-27, 30), 447 (#31, 33, 35-36, Essential Question) <b>Add'l TE:</b> S3, 415d, 416-417, 419-423, 424-425, 433-437, 439-441, 444, 445-447		
<b>b.</b>	Recognize the sectional differences that developed during the antebellum period.	<b>SE/TE:</b> 398-399, 471, 483-487, 505 (Key Idea #1), 506 (#15-16, 22-24, 26), 507 (#30) <b>Add'l TE:</b> 398-399, 471, 479, 483-487, 505-507		
<b>c.</b>	Evaluate the causes, course, and consequences of the Civil War.	<b>SE/TE:</b> 483-487, 491-493, 494, 495-497, 500-504, 505 (Key Ideas #1-3), 506 (#1-25, 27), 507 (#28-31, Essential Question), 508-509, 511-515, 517-521, 523-529, 530, 531 (Key Ideas #1-3, Name Game), 532 (#1-33), 533 (Document Based Questions, #34-38), 534-535, 537-541, 543-547, 549-555, 556-557, 559-562, 565 (Key Ideas #1-4, Name Game), 566 (#1-17, 19-25), 567 (Document Based Questions, #26-32, Essential Question) <b>Add'l TE:</b> 477, 483-487, 491-493, 494, 495-497, 500-504, 505-507, 507d, 508-509, 511-515, 517-521, 523-529, 530, 531-533, 533d, 534-535, 537-541, 543-547, 549-555, 556-557, 559-562, 565-567		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
d.	Analyze the successes and failures of the Reconstruction period following the Civil War.	<b>SE/TE:</b> 570, 571-575, 576, 577-581, 582, 583-588, 589 (Key Ideas #2-3), 590 (#1-7, 11, 13-16, 20, 24), 591 (#28-29, Essential Question) <b>Add'l TE:</b> 570, 571-575, 576, 577-581, 582, 583-588, 589, 590-591		
e.	Examine the United States' policies relating to American Indians.	<b>SE/TE:</b> 404-407, 414 (#10, 16, 22), 415 (#27, 29), 608, 610, 612-613, 614-615, 626 (#9, 18, 24), 627 (#28) <b>Add'l TE:</b> 404-407, 414-415, 608, 610, 612-613, 614-615, 626		

STANDARD II: Students will understand how the growth of industry changed the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>Objective 2.1: Assess how transportation, communication, and marketing improvements and innovations transformed the American economy in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.</b>				
<b>a.</b>	Identify major American inventions and how they affected the United States; e.g., telephone, electricity, car, motion pictures.	SE/TE: S3 (#1), 619, 632-633, 637 (#1-3), 642-643, 647 (#3), 667 (Name Game #1), 668 (#9, 11), 669 (#25) Add'l TE: S3, 619, 632-633, 637, 642-643, 647, 667-669		
<b>b.</b>	Explain the expansion of transportation and communication in the United States following the Civil War.	SE/TE: 597-599, 625 (Key Idea #1), 626 (#1, 14-15, 23), 632, 642, 664-665, 668 (#5, 19), 669 (#24), 754-755, 760, 770 (#16) Add'l TE: 597-599, 625-626, 632, 637, 642, 664-665, 668-669, 754-755, 760, 770		
<b>c.</b>	Determine the impact of industrialization on the American economy and society.	SE/TE: 632-637, 641-643, 657-661, 667 (Key Ideas #2, 4) Add'l TE: 628-637, 641-643, 657-661, 667		
<b>d.</b>	Examine how the market revolution affected retail distribution of goods in the cities and in rural areas.	SE/TE: <i>Opportunities to address this standard can be found on the following pages: 631-637, 638-639</i> Add'l TE: <i>Opportunities to address this standard can be found on the following pages: 631-637, 638-639</i>		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>Objective 2.2: Evaluate the prominent business leaders and the business organizations that influenced the growth of industrialization in the United States.</b>				
<b>a.</b>	Examine the roles of American industrialists; e.g., Rockefeller, Morgan, Carnegie, Vanderbilt, Ford.	SE/TE: 634-635, 637 (#1, 4, 7), 667 (Name Game #2), 669 (Document Based Questions), 753 Add'l TE: 634-365, 667, 669, 753		
<b>b.</b>	Evaluate the growth and influences of monopolies and trusts on capitalism.	SE/TE: 635 Add'l TE: 635		
<b>Objective 2.3: Assess how the growth of industry affected the movement of people into and within the United States.</b>				
<b>a.</b>	Determine the demographic changes in population from the 1890s to the present.	SE/TE: S10, S18, 641-643, 668 (#23), 669 (#26-27), 743-744, 746 (Name Game #2), 837, 841 (Multiple Choice #2), 860, 864, 866 (#19), 875, 904 (#15) Add'l TE: S10, S18, 641-643, 743-744, 746, 837, 841, 860, 865-866, 875, 904		
<b>b.</b>	Investigate the influences that affected various immigrant groups entering the United States.	SE/TE: 641, 643-645, 647 (#1, 5-6) Add'l TE: 643-645, 647		
<b>c.</b>	Examine the working conditions of immigrant workers; e.g., factory, mine, agriculture, transportation.	SE/TE: 645 Add'l TE: 645		



OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>Objective 2.4: Investigate the challenges presented to urban inhabitants.</b>				
<b>a.</b>	Identify how American cities spawned American architecture.	SE/TE: 642 Add'l TE: 642		
<b>b.</b>	Examine living conditions in tenements.	SE/TE: 646 Add'l TE: 646		
<b>c.</b>	Compare the attitudes of Social Darwinism with those of Social Gospel believers.	SE/TE: <i>Opportunities to address this standard can be found on the following page: 647</i> Add'l TE: <i>Opportunities to address this standard can be found on the following page: 647</i>		

STANDARD III: Students will recognize how social reform occurred at the turn of the century.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries.</i>
Objective 3.1: Investigate reform movements and their prominent leaders.				
a.	Examine the problems faced by American farmers that were created by the new market economy and the rise of the Populist Party.	SE/TE: 620-621, 626 (#12, 20-21, 25-26) Add'l TE: 620-621, 626		
b.	Analyze the growth and influence of political machines; e.g., muckrakers, Progressives.	SE/TE: S8, 647 Add'l TE: S8, 647		
c.	Investigate the emerging civil rights movements for women and African Americans.	SE/TE: 652-655, 668 (#3, 6, 21), 676-677, 684-688, 689 (Name Game #8), 690 (#4-5, 12-14, 17), 691 (Document Based Questions, #21, 24) Add'l TE: 652-655, 668, 676-677, 684-688, 689-691		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>Objective 3.2: Assess the growth and development of labor unions and their key leaders.</b>				
<b>a.</b>	Trace the development of national labor unions.	<b>SE/TE:</b> 657-661, 668 (#4, 8, 15-16, 22) <b>Add'l TE:</b> 657-661, 668		
<b>b.</b>	Determine the impact of collective bargaining.	<b>SE/TE:</b> <i>Opportunities to address this standard can be found on the following pages: 657-661</i> <b>Add'l TE:</b> <i>Opportunities to address this standard can be found on the following pages: 657-661</i>		
<b>c.</b>	Analyze the development of socialism in the United States.	<b>SE/TE:</b> 659, 661 (#1) <b>Add'l TE:</b> 659, 661		

STANDARD IV: Students will understand how war affected the early 20 <sup>th</sup> century.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>Objective 4.1: Investigate how the United States became involved in imperialism and the Spanish-American War.</b>				
<b>a.</b>	Determine the economic, social, and military affects of United States imperialism.	SE/TE: 695-697, 700-703, 704-705, 708, 710-712, 713 (Key Ideas #1-3, Name Game), 714 (#1-5, 7-22), 715 (Document Based Questions #1, #25-29, Essential Question) Add'l TE: 691d, 695-697, 700-703, 704-705, 708, 710-712, 713-715		
<b>b.</b>	Examine the cause, course, and consequences of the Spanish-American War.	SE/TE: 700-703, 711 (Connect to the Essential Question), 713 (Key Idea #2, Name Game #6), 714 (#6, 12-13, 21), 715 (Document Based Questions #1, #28) Add'l TE: 698-703, 713-715		
<b>c.</b>	Assess how America's imperialism altered relationships with the Far East and Latin America.	SE/TE: 707-708, 710-712, 713 (Key Idea #3), 714 (#8) Add'l TE: 707-708, 710-712, 713, 715		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries,</i></b>
<b>Objective 4.2: Examine how World War I affected the military and the home front of the United States.</b>				
<b>a.</b>	Identify major causes of World War I and the United States' involvement and influence in the war; e.g., Wilson's Fourteen Points, the Versailles Treaty	<b>SE/TE:</b> 721-722, 741-743, 746, 747 (Name Game #1, 9-10), 748 (#8, 15-16), 749 (Multiple Choice #3, 24-25) <b>Add'l TE:</b> 721-722, 741-743, 746, 747-749		
<b>b.</b>	Determine the reasons the United States Senate refused to join the League of Nations.	<b>SE/TE:</b> 742-743, 748 (#8, 16) <b>Add'l TE:</b> 742-743, 748		
<b>c.</b>	Examine the impact World War I had on the United States; e.g., government policy, industrial might, civil liberties.	<b>SE/TE:</b> 740-745, 746, 747 (Key Idea #3, Name Game #1, 9), 748 (#8), 749 (#25), 753-757, 763-765, 767, 769 (Key Ideas #1, 3), 770 (#1-2, 4-5, 7, 11, 13-15, 18-21), 771 (Document Based Questions #2-3, #28-30, Essential Question) <b>Add'l TE:</b> 740-745, 746, 747-749, 753-757, 763-765, 767, 769-771		

STANDARD V: Students will understand how Americans reacted to rapid social change during the 1920s.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
<b>Objective 5.1: Analyze how the United States coped with rapid economic and technological advances.</b>				
<b>a.</b>	Investigate how mass media affected American society.	SE/TE: 760, 770 (#16) Add'l TE: 760, 770		
<b>b.</b>	Assess how new inventions and consumerism influenced daily life.	SE/TE: 753-754, 757 Add'l TE: 753-754, 757		
<b>c.</b>	Explain how the automobile affected the business and landscape of America.	SE/TE: 753-755 Add'l TE: 753-755		
<b>Objective 5.2: Examine the experiences of black Americans and women in the early 20<sup>th</sup> century.</b>				
<b>a.</b>	Account for the sudden growth of black consciousness.	SE/TE: 763-766, 770 (#2, 5, 8, 18-19), 771 (#30) Add'l TE: 763-766, 770-771		
<b>b.</b>	Describe the changes in women's attitudes and roles in society.	SE/TE: 759-760, 771 (#28) Add'l TE: 754, 759-760, 771		

STANDARD VI: Students will understand how the Great Depression and the New Deal affected the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
<b>Objective 6.1: Investigate the impact of the Great Depression on the United States.</b>				
<b>a.</b>	Analyze the major causes of the Great Depression.	SE/TE: 777-779, 781 (#1, 4), 801 (Key Idea #1, Name Game #6), 802 (#2, 6, 9-10, 17, 20) Add'l TE: 777-779, 781, 801-802		
<b>b.</b>	Examine the social effects of the Great Depression.	SE/TE: 779-781, 793-799, 800, 801 (Key Idea #3), 803 (Document Based Questions) Add'l TE: 774-777, 780-781, 787, 793-798, 800-801, 803		
<b>Objective 6.2: Analyze the long-term effects of the New Deal on the United States.</b>				
<b>a.</b>	Explore the purposes and effectiveness of the New Deal; e.g., presidency, economics, politics.	SE/TE: 785-790, 798-799, 801 (Key Idea #3, Name Game), 802 (#3-4, 7-8, 14, 19), 803 (#22, 24-25, Essential Question) Add'l TE: 784-790, 798-799, 801-803		
<b>b.</b>	Investigate the shift of power from state to federal government.	SE/TE: 789, 798-799, 802 (#14), 803 (#23) Add'l TE: 789, 798-799, 802-803		

STANDARD VII: Students will understand the causes, course, and consequences of the United States' role in World War II.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
<b>Objective 7.1: Determine how America shifted from isolationism to intervention.</b>				
<b>a.</b>	Analyze the factors that led to militarism and fascist aggression in the world.	SE/TE: 807-808, 809, 811 (#1-3, 5), 840 (#9, 20) Add'l TE: 807-808, 809, 811, 840		
<b>b.</b>	Determine how the attack on Pearl Harbor forced the United States out of isolationism.	SE/TE: 811, 840 (#10) Add'l TE: 811, 840		
<b>c.</b>	Examine how the alliance systems led the United States into World War II.	SE/TE: S9 (#3), 811, 840 (#10) Add'l TE: S9, 811, 840		
<b>d.</b>	Investigate the major campaigns of the United States in the European and Pacific theaters; e.g., Midway, D-Day, Battle of the Bulge, island hopping, and the bombing of Japan.	SE/TE: 822-823, 829-831, 840 (#4, 6, 8, 14-16), 841 (#24, 27) Add'l TE: 822-823, 829-831, 840-841		
<b>Objective 7.3: Evaluate how the rules and weapons of war changed during World War II.</b>				
<b>a.</b>	Assess how the war expanded beyond military targets to civilian centers.	SE/TE: 820-822 Add'l TE: 820-822		
<b>b.</b>	Evaluate how technology changed the weapons used in World War II and introduced the atomic age.	SE/TE: 830-831, 840 (#5, 16), 841 (#24) Add'l TE: 830-831, 840-841		



<b>Objective 7.2:</b> Examine the impact World War II had on the American home front.				
<b>a.</b>	Identify the impact of World War II on minority groups in America.	<b>SE/TE:</b> 814-817, 840 (#11-12, 28), 841 (Multiple Choice #1, 28) <b>Add'l TE:</b> 814-817, 840-841		
<b>b.</b>	Examine the role women played in the wartime workforce.	<b>SE/TE:</b> S26-S27, 813, 815, 817 (#1, 7), 840 (#7, 11) <b>Add'l TE:</b> S26-S27, 813, 815, 817, 840		
<b>c.</b>	Trace American mobilization for war.	<b>SE/TE:</b> 813-814, 817 (#1) <b>Add'l TE:</b> 813-814, 817		

STANDARD VIII: Students will understand the United States’ domestic and international position in the Cold War era.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VIII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
Objective 8.1: Investigate how the postwar goals and action of the United States and the Soviet Union were manifested throughout the world.				
a.	Analyze the organization and operation of the United Nations.	SE/TE: 835, 837 (#5) Add'l TE: 835, 837		
b.	Evaluate the effectiveness of American post-war foreign policy in Europe and the Soviet Union’s reaction.	SE/TE: 848, 854-855, 866 (#10, 13) Add'l TE: 848, 854-855, 866		
c.	Examine the world’s reaction to nuclear weapons.	SE/TE: 867 (Multiple Choice #2) Add'l TE: 867		
Objective 8.2: Analyze the Cold War ideology of the United States’ involvement in Asia.				
a.	Explain America’s reaction to the fall of China to Communism under Mao Zedong.	SE/TE: 851		
b.	Trace American and United Nations involvement in the Korean police action.	SE/TE: S3 (#4), 852 Add'l TE: S3, 851-852		
c.	Examine the various factors that drew the United States into conflict with North Vietnam and Ho Chi Minh.	SE/TE: 910-911, 932 (#14-15), 933 (Essential Question) Add'l TE: 909-911, 932, 933		
d.	Investigate how the Vietnam War changed the nature of warfare.	SE/TE: 915-917, 932 (#24) Add'l TE: 916-917, 932		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries,</i></b>
<b>Objective 8.3: Summarize the political, social, and economic reactions to the Cold War in the United States.</b>				
<b>a.</b>	Examine the successes and failures of the various political administrations; e.g., Kennedy, Johnson, Nixon.	<b>SE/TE:</b> 846, 848, 852-854, 855 (#5), 865 (Name Game #5), 866 (#9, 12, 13), 888-889, 904 (#19), 911-913, 916, 924-925, 932 (#20, 22, 25-26), 938-941 <b>Add'l TE:</b> 846, 848, 854-855, 866, 889, 904, 912-913, 916, 924-925, 932, 938-941		
<b>b.</b>	Analyze the Great Society programs aimed at ending poverty.	<b>SE/TE:</b> 889, 904 (#19) <b>Add'l TE:</b> 889, 904		
<b>c.</b>	Examine the impact of McCarthyism and Watergate on citizens' attitudes toward government.	<b>SE/TE:</b> 853, 937, 941-942 <b>Add'l TE:</b> 941-942		
<b>d.</b>	Trace the development of space exploration.	<b>SE/TE:</b> 855, 944-945 <b>Add'l TE:</b> 855, 944-945		
<b>Objective 4: Investigate the end of the Cold War and examine America's role in the changing world.</b>				
<b>a.</b>	Compare differing American reactions to overseas military involvement.	<b>SE/TE:</b> 919, 921-924 <b>Add'l TE:</b> 920-924		
<b>b.</b>	Trace the events that resulted in the breakup of the USSR.	<b>SE/TE:</b> 950, 964 (#15) <b>Add'l TE:</b> 950, 964		
<b>c.</b>	Examine the superpower status of the United States in the World.	<b>SE/TE:</b> 834, 836-837, 847-848, 854-855 <b>Add'l TE:</b> 836-837, 847-848, 854-855, 952		

STANDARD IX: The students will understand the emergence and development of the human rights and culture in the modern era.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IX: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
<b>Objective 9.1: Analyze how the civil rights movement affected United States society.</b>				
<b>a.</b>	Identify the causes and consequences of civil rights legislation and court decisions.	<b>SE/TE:</b> S19 (#4), S21 (#2), 874-875, 877-878, 879, 881, 888-889, 899, 904 (#1, 5-6, 10-12), 905 (Document Based Questions #2) <b>Add'l TE:</b> S19, S21, 874-875, 877-878, 879, 881, 888-889, 904-905		
<b>b.</b>	Investigate the fight for the political, economic, and social equality of women.	<b>SE/TE:</b> 898-900, 903 (Name Game), 904 (#21, 23) <b>Add'l TE:</b> 898-900, 903-904		
<b>c.</b>	Analyze how the black civil rights movement utilized both social and political actions to achieve its goals.	<b>SE/TE:</b> S21, 877-878, 879, 880-883, 886-891, 892-893, 899, 901, 903 (Name Game #1, 9), 904 (#2-4, 13, 16, 25), 905 (#28, 30) <b>Add'l TE:</b> S21, 869d, 877-878, 879, 880-883, 886-891, 892-893, 899, 901, 903-905		
<b>d.</b>	Investigate the gains in civil rights made by the American Indian nations, Mexican Americans, and other ethnic groups in the last half of the twentieth century.	<b>SE/TE:</b> 896-897, 899, 900 (#1-4, 8), 902, 904 (#8-9) <b>Add'l TE:</b> 895, 900, 902, 904		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries,</i>
<b>Objective 9.2: Analyze the impact of the counter- culture since the 1960s.</b>				
<b>a.</b>	Trace the development of the counter-culture from the anti-Vietnam movement.	<b>SE/TE:</b> 921-923, 925 (#1-2), 932 (#18) <b>Add'l TE:</b> 922-925, 932		
<b>b.</b>	Assess the development of mass media as the voice of the counter-culture.	<b>SE/TE:</b> <i>Opportunities to address this standard can be found on the following page: 921</i> <b>Add'l TE:</b> <i>Opportunities to address this standard can be found on the following page: 921</i>		
<b>c.</b>	Examine the impact of drugs on the counter-culture and the United States.	<b>SE/TE:</b> <i>Opportunities to address this standard can be found on the following page: 921</i> <b>Add'l TE:</b> <i>Opportunities to address this standard can be found on the following page: 921</i>		

STANDARD X: The students will understand economic and political changes in contemporary America.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard X: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard X: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i>
<b>Objective 10.1: Analyze the economy of the contemporary United States.</b>				
a.	Examine the effects of economics on modern society.	SE/TE: 959-961 Add'l TE: 959-961		
b.	Trace the development of computers and the Internet and their impact on American business and globalization.	SE/TE: 959 Add'l TE: 959		
<b>Objective 10.2: Determine how politics was changed by the end of the Cold War.</b>				
a.	Examine the “Reagan Revolution,” its goals, success, and failures.	SE/TE: 948-949 Add'l TE: 948-949		
b.	Determine the impact of environmentalism on the United States.	SE/TE: 960 Add'l TE: 960		
c.	Analyze the impact of international terrorism on the United States.	SE/TE: 956-957, 964 (#13) Add'l TE: 956-957		